Dept of Education

The Commonwealth of Massachusetts

THE NEED FOR SALARY ADJUSTMENTS

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STAFF CHANGES

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MASSACHUSETTS INSTITUTIONS

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PUBLIC HIGHER EDUCATION

THE NEED FOR SALARY ADJUSTMENTS AND STAFF CHANGES

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MASSACHUSETTS INSTITUTIONS OF PUBLIC HIGHER EDUCATION

Submitted to His Excellency Foster Furcolo, Governor
of the Commonwealth of Massachusetts, December 15, 1958.

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THE NEED FOR SALARY ADJUSTMENTS AND STAFF CHANGES IN MASSACHUSETTS INSTITUTIONS OF PUBLIC HIGHER EDUCATION

Higher education is essential to the continuance of our economy, our prosperity and our way of life. Its development must keep pace with the expansion of our population, for without higher education our society will not flourish. Legislators must face up to the fact that higher education is expensive. If the public institutions of higher learning in Massachusetts are not able to retain and recruit a staff of well-qualified people, we will end up giving counterfeit degrees. The young citizens of Massachusetts deserve a better fate than this.

We can no longer continue to postpone payment on our educational obligations. The crisis is now with us, and it can be met only by increased appropriations for expanding facilities, and, more significantly, for providing the type of collegiate instruction which our institutions must offer if they are to continue to fill effectively their role in higher education. Writes President Griswold of Yale, "One reason why the United States, with all the wealth and power at its command suffers an educational crisis, is because we have never faced up to these costs."

The supply of talented teachers in relation to the number needed is shrinking rapidly because an unsatisfactory salary situation causes many qualified persons to leave the Commonwealth or to abandon the profession.

Others with ability and training will never enter it. How can it be said that we cannot afford quality teachers? A society that can afford by high monetary rewards to lure away from the profession the most productive instructors and scholars can make the extra tax payments that will enable the colleges and university to retain irreplaceable personnel.

On every level, national, state and local, concern has been voiced with reference to the problem of post-secondary education in the years ahead. The problem of supplying adequate educational facilities and teachers which communities have faced with respect to the elementary and secondary levels of education has now reached the college level. This has been treated extensively in the reports of many groups, including these:

(1) Needs in Massachusetts Higher Education (Audit of State Needs)

(2) This is Where New England Students Go to College (New England Board of Higher Education)

(3) Education Beyond the High School (Report of the President's Commission)

(4) The Closing College Door (Council for Financial Aid to Education)

(5) The Impending Tidal Wave of Students (The American Association of College Registrars and Admissions Officers)

(6) Teachers for Tomorrow (Fund for the Advancement of Education)

The problem has been further underscored in Governor Furcolo's message, The Responsibility of the Commonwealth in Higher Education.

All these reports arrive at essentially the same conclusion;--college enrollments will double in the next ten to twelve years. The two major sub-problems are the provision of

(1) A sufficient number of college teachers of good quality

(2) Adequate physical facilities

A quotation from Teachers for Tomorrow serves to bring the need for college teachers into sharper focus.--(See Table I).

> "...for every 10 college teachers now employed, somewhere between 16 and 25 new ones will have to be found between now and 1970. These cold statistics define only the quantitative perimeters of the problem. But the qualitative dimension is most vital. The quality of education depends on the quality of teachers and not simply upon the number of teachers."

Plans for expansion of public institutions of higher learning in Massachusetts as outlined by the Public Commission on the Audit of State Needs indicate that between 1957 and 1967 approximately 700 additional college faculty members will be needed in these institutions.

The President's Committee on Education Beyond the High School states, "In the face of mounting needs for qualified teaching personnel many are leaving the teaching profession for other employment." This Committee recognized also the significance of the question of salary as a major

reason for this withdrawal.

In The Closing College Door the answer to the college teacher problem is given as "more and better paid college teachers."

College administrators all over the country have faced up to the problem of teachers' salaries. Nils Y. Wessell, President of Tufts University, in his January 1958 Newsletter to all Tufts Alumni and to Parents of Undergraduates, treated of faculty compensation as the primary concern at Tufts. After analyzing the status of faculty salaries, he stated, "A doubling of faculty salaries in the next ten years does not seem entirely unrealistic in the light of these advances over the past few years. It is such a goal we must set for ourselves."

This emphasis upon the improvement of college faculty salaries is typical of all private colleges. The Ford Foundation granted half a billion dollars to private colleges, almost half of which was earmarked for faculty salary increases. Tuitions in private colleges have risen greatly in recent years, and much of the increase has gone into improved salaries for faculty members.

If public higher education in Massachusetts loses highly qualified teachers because of inadequate salaries, our recruitment process problems are doubly compounded, for not only must the institutions recruit large numbers of teachers to handle the increased enrollment, which is a substantial burden in itself; it must further

be burdened by finding a replacement. If we lose a good person because of low salary, replacing the person with someone of equal caliber is impossible.

Teaching is a profession. The men and women who devote themselves to teaching are professional people both in terms of training and responsibility. One of the many ways to recognize professional status--money income--continues to be the most important in our society. Generally associated with profession is an income status that allows the professional person to pursue his calling to the fullest extent possible. A professional person engaged in teaching or research cannot perform at his best when he is continually plagued with the financial necessity of having to supplement inadequate salary. The time is now at hand for the public to reaffirm its faith in the college teacher--to recognize the college teacher as a professional person with professional responsibilities to himself, his family and his community. If the public continues to regard college teaching as just another routine job, the public shall end up with just a routine performance. A large majority of college teachers will not be professional persons, and the degree that the college grants will be counterfeit.

Although the salaries of the faculty members in the public colleges and other institutions of higher education in Massachusetts have undergone some upward revision over the past twenty years, there is still need for further upward revision of a substantial nature. Beginning with

1939 as a base year for the purpose of comparison, the salaries paid were most attractive to qualified teachers. From 1939 to 1947, the salaries remained relatively static except for small cost-of-living increases granted to all state employees. This period of inactivity has been largely responsible for the unfavorable position in which college faculty members find themselves today in regard to salary.

From 1947 to the present, increases in the salary of state employees at institutions of higher learning have been of the cost-of-living, across-the-board variety. These have narrowed the span between the administrative and professorial people and the instructors and service employees. The Barrington Associates, who were charged with reclassifying positions in order to shore up a collapsing pay structure, did not do a satisfactory job. The effectiveness of the Barrington program was seriously impaired by legislative action which imposed the $1,000 limitation. The salary differential for top personnel in both the administrative and the academic areas for whom salary correction was most imperative was not provided for because of this limitation. Thus many individuals have been prevented from reaching the salaries to which they were entitled. Any future salary adjustments affecting the professional personnel concerned in the present report should not be restricted by this limitation.

A comparison of the 1939 salaries of the faculty members with current salaries provides a clear picture of the position of faculty members relative to other groups in

our society. Public school teachers have received and are still receiving great attention in regard to their salary status. A comparison of college faculty salaries with those of the salaries of public school teachers shows a striking difference in buying power, as indicated in the following comparison of indices of buying power:

Average Salaries in Massachusetts Institutions of Higher Learning.....105-106

Average Public School Teachers in Massachusetts.....128.6

Average Per Capita Income in Massachusetts....168.8

Average Factory Wage in Massachusetts.....175.2

Massachusetts is not in a favorable position to compete now either with the salaries of public school teachers or those of college faculty members in other institutions. This is demonstrated in Tables II, III and IV.

A schedule is needed which will permit Massachusetts to compete favorably with public institutions of higher education in such nearby states as Rhode Island, Connecticut, New York and New Jersey and with other comparable states in attracting and holding competent teachers in its colleges.

The time has come when fitting attention must be given to developing a salary schedule geared to the services being rendered by the highly trained professional personnel who are staffing our colleges--a schedule which provides a salary commensurate with training, experience and services rendered; and one which makes it possible for financial

recognition to be given to those staff members whose service is oustandingly meritorious. To accomplish this, it is recommended that a schedule including optional salary groups be adopted. This type of schedule is in common use in a number of highly regardod institutions of higher learning.

The discretionary salary increase through the use of optional groups is recommended because it will result in (1) economy (2) allocating of funds to point of greatest need (3) flexibility in recruiting and retaining faculty (4) preventing over-ranking and (5) implementing the Freedom Bill, which now is operative at the University of Massachusetts, has been authorized for the proposed regional community colleges, and is requested in the present report for the other institutions of public higher education in Massachusetts.

1. Economy

The total cost of this type of discretionary salary adjustment would be considerably less than upgrading all positions to a level that would be effective in recruiting and retaining the more able professional staff members.

2. Allocating of Funds to Point of Greatest Need

The optional groups would make it possible to recruit and retain positions in critical areas.

3. Flexibility in Recruiting and Retaining Faculty

Establishing optional groups for each rank will make it possible to recruit and retain faculty without exceeding the quota for each rank. This would enable the institution to recruit within a wide range of salaries for each rank rather than the present narrow existing range.

4. Preventing Over-ranking

In the rigid salary rank system now used, there has been a great tendency to use rank for purposes of recruitment and retention. With optional group numbers for each rank, these purposes may be accomplished by salary offers, thus preserving the rank for its intended use--recognition of academic achievement and status.

5. Implementing the Freedom Bill

All of these recommendations are in reality in keeping with the philosophy and intent of the Freedom Bill. Any other action with respect to salaries really further entrenches the non-flexible system which gives equal financial recognition to below-average, average and above-average faculty members. The flexibility of the Freedom Bill as it now applies does not affect many professional persons for once they are at the highest step, the Freedom Bill becomes no longer applicable to them. The specific salary requests made in this report will be included in the separate sections dealing with the University of Massachusetts, the State Teachers Colleges and the Technological Institutes.

OTHER FACTORS AFFECTING FACULTY RECRUITMENT AND RETENTION

The heart of any institution of higher education is its scholars, for only through scholarly achievement can it properly serve its function as the educator of our youth and the inquiring mind that expands the frontiers of knowledge. Present-day education and research are immensely broad and complex; neither is static. Yesterday's knowledge will not suffice for the present, nor today's for tomorrow. Progress is, and must always be, the cornerstone of any successful educational program. Achievement of this is related to a number of factors in addition to salary which affect faculty effectiveness.

Attendance at Professional Meetings

Progress is not self-generating, unfortunately. Better teaching and better research come only with the development of more competent teachers and investigators. Such competence derives initially from formal education, and later from self-education in part, and through association with other professional personnel having similar interests. Membership in scientific and professional societies, and attendance at society conferences are principal means both of imparting and acquiring new knowledge. At these meetings, professional papers and reports on research are presented and discussed. Here, the best brains in the profession assemble to exchange ideas and attack common problems.

Younger men learn from the older and more experienced men, and through such contact and by participation on the program, they acquire confidence, breadth, and professional stature. Here, too, personnel are recruited for staff positions.

Scholars are not created in a day admittedly, nor alone by attendance at professional meetings. But such meetings are a part -- an important part -- of the educational process that leads to scholarly attainment; and the professional man who fails to attend such meetings often becomes increasingly provincial. It is most essential that the opportunity for professional staff members to attend such meetings be provided.

Sabbatical Leaves

Sabbatical leaves for faculty members may now be granted under State law. For many years a policy was followed of including direct appropriations in the budget to provide for the salary of the substitute teachers. This policy was changed a few years ago so that faculty members may now be granted sabbatical leaves only if adequate funds can be found in the budget to permit it. This happens only in very rare instances. This present policy is highly impractical. A faculty member must know well in advance that he is to receive sabbatical leave in order to make the plans which are necessary if he is to use the leave to the fullest degree possible. There should be a return to the legislative policy formerly operative, that of making direct appropriation for this purpose.

Student-Faculty Ratio

The student-faculty ratio of 15 - 1 in institutions of higher learning derives from the minimum standards established by the teachers college accrediting agency - the American Association for Colleges of Teacher Education - and also from the standards of the New England Association of Colleges and Secondary Schools. The national student-faculty ratio is 13 - 1 for colleges as a whole according to Current Issues in Higher Education, 1957.

If our institutions are to maintain their present qualitative standards and also their present accreditation status, provision must be made for teaching staff on at least a 15 - 1 student-faculty ratio, this not to include administrative, clerical, or other personnel.

Limitation of Non-Teaching Duties

All the institutions are desperately in need of service and administrative staffs to cope with greatly increased work loads. No organization can be properly managed without adequate staffing. Rapidly expanding institutions of higher learning are in even greater need of proper staffing to handle the planning, coordination, and careful programming that must be done to house, feed, and instruct enrollments that have more than doubled in the last ten years and will more than double again in the next ten years.

From an efficiency point of view, each time a professor who is paid over $7,000 a year does the work of a clerk who can be employed for less than $2,500 it is costing the taxpayer money in reduced teaching or other service of

the professor. The same is true of every other professional position. And the irony in the situation is that the clerk will undoubtedly do a clerk's work better than the professor can.

Provision of Adequate Materials and Equipment for Professional Staff

If the faculty members of the colleges are to function at top effectiveness, it is imperative that they be provided with adequate equipment and other materials necessary for the performance of their teaching duties. Recent budgetary appropriations have not made these provisions.

THE MASSACHUSETTS STATE TEACHERS COLLEGES

and

THE MASSACHUSETTS SCHOOL OF ART

THE MASSACHUSETTS STATE TEACHERS COLLEGES AND THE MASSACHUSETTS SCHOOL OF ART

Within the past ten years enrollments in our State Teachers Colleges have more than doubled. There is every indication that in the immediate future the colleges will continue to show phenomenal growth, and to create an increasing demand for professional staff members. The colleges cannot hope to meet the need of the future unless there is a drastic upward revision of salaries to attract increased numbers of competent candidates to teaching posts in the colleges.

To face this situation the Teachers Colleges, together with the other public institutions of higher learning in Massachusetts, recommend a salary schedule containing two major provisions:

(1) A definite salary adjustment for every faculty rank

(2) Optional grades for various faculty ranks

In order that members of the professional staff may receive financial recognition which is more in keeping with the background required and services rendered, the new salary requests are made as follows:

PROPOSED SALARY SCHEDULE FOR THE MASSACHUSETTS STATE TEACHERS COLLEGES AND THE MASSACHUSETTS SCHOOL OF ART

LEVEL	PRESENT GRADE		PROPOSED BASIC GRADE	SALARY	PROPOSED OPTIONAL GRADE	SALARY
INSTRUCTOR	12	$4316-$5564	13	$4641-$5967	14	$5070-$6474
ASST. PROF.	14	$5070-$6474	15	$5460-$7020	17	$6331-$8125
ASSOC. PROF.	16	$5889-$7527	18	$6812-$8684	20	$7644-$9826
PROFESSOR	18	$6812-$8684	20	$7644-$9826	22	$8567-10985
					24	$9594-12246
PRESIDENT	24	$9594-12246	29	12051-15405		

The provisions of the Freedom Bill are requested for inclusion in this proposed salary schedule in order that sufficient flexibility will be established to have the schedule operate effectively.

The lowest grade of college instructor in a Teachers College at present offers a beginning salary of $4316 - but requires a Master's degree, plus two years of teaching experience. The Assistant Professorship requires a Master's degree and sufficient additional credits to represent an additional year of graduate study, plus four years of teaching experience. For all this the beginning salary is $5070.

An Associate Professor must have one and one-half years of graduate study in addition to the Master's degree, plus six years of experience. The beginning salary is $5889 a year.

A College Professor is required to hold an earned Doctor's degree, and to have had eight years of experience before he can begin at a salary of $6812 a year.

Contrast these requirements with the salaries which elementary school teachers may earn with only a Bachelor's degree. It is then quite obvious why there is a teaching shortage in college ranks.

Inasmuch as there are certain inevitable differences between the University of Massachusetts, the State Teachers Colleges, and the Technological Institutes, the proposals for all institutions of higher learning cannot be brought into exact agreement.

It is to be noted that the salary requests for the teachers colleges as well as those of the technological institutes include a basic grade of 18 and an optional grade of 20 for the associate professorship. The necessity of paying at this level is demonstrated in the figures of the American Association of University Professor's Bulletin of March 1958 showing the mean salaries of associate profess rs to be $7430 in medium-sized colleges in New England and the Middle Atlantic States. The requested salary is necessary in order that we may be able to compete successfully in hiring new personnel and to retain the able associate professors whose academic achievements should be recognized, but for whom there is no opening for promotion under the present quota system.

The teachers colleges and also the technological institutes have requested a basic grade of 13 and an optional grade of 14 for the instructorship. It must be pointed out that in small colleges an instructor is a staff member who in some cases should be retained in the college and promoted. Promotion is all too often impossible because of the quota system freezing 25% of the staff at the instructorship level. The optional grade makes it possible for the outstanding young instructor to receive monetary reward to advance him financially and to make it possible for the college to hold him for future development.

A special case to be considered is that of the training school teacher, who in some colleges is a regular

member of the faculty. This person must be an experienced teacher holding a Master's degree, must have the ability to teach elementary or junior high school pupils with unusual success, and at the same time to instruct college students ably in matters related to the profession of teaching. The colleges must be able to compete successfully with public school systems, many of which have increased salaries of public school teachers to maxima above the upper limit not only of the basic grade of 13, but also of the optional grade of 14.

Special attention must be focused on the Teachers College President. This administrator is ordinarily required to hold an earned Doctor's degree from an accredited institution and to have had a minimum of 12 years of successful teaching and administrative experience. He is responsible for the regular program of the college, the summer school, the extension program, dormitories and dining halls in some of the colleges and for administering the college budget. He makes nominations for all faculty appointments and promotions and supervises clerical and custodial staff as well as the professional staff. Since he is at present the only professional person on the staff employed in a non-teaching capacity, this work must be carried on without any full-time administrative assistance. The President is expected to be both an educator and an administrator, to be scholarly, articulate, and dignified, to participate actively in community affairs and to represent his college before the

public, at learned societies and before the legislature. He is paid a beginning salary of $9594., lower than that paid to many Superintendents of Schools in Massachusetts, and at maximum reaches $12,246. The requested salary is intended to bring the President to a level commensurate with the training and experience required and the responsibilities discharged. As seen in Table III, the Presidents' salaries in New York, New Jersey, Connecticut and Rhode Island, without exception, far exceed those paid in Massachusetts.

Factors Related to the Question of Student-Faculty Ratio

If the building program proposed in Governor Furcolo's special message on higher education is fully carried out, the ten colleges in the Division will expand to an enrollment of more than 11,000 by 1965 and at least 13,500 by 1970. To meet this expansion, 262 new positions must be established by 1965 to continue the acceptable 15 - 1 ratio. The projected enrollments for 1970 would mean at least 167 new positions between 1965 and 1970.

The maximum student-faculty ratio which any of the public higher institutions would recommend is 15 - 1. In the teachers colleges even this 15 - 1 ratio is no more than a theoretical one. In actual fact, the colleges do not have any such ratio for teaching personnel inasmuch as many non-teaching duties fall on the shoulders of the teaching staff.

Typical duties of those employed to give instruction are the following:

ACADEMIC

I Those general to all faculty personnel

A. Reading and study in special field - keeping up with research

B. Preparation of instructional materials - syllabi, outlines, schedules and lectures

C. Organization of elective courses

D. Counseling and conferring with individual students

II Those peculiar to certain individuals

A. Research and experimentation - evaluation of courses and curricular experiences

B. Organization of field trips

C. Experimental utilization of curricula materials

SOCIAL

I Those general to all faculty personnel

A. Sponsorship of student organizations, clubs and activities

B. Group advising and counseling

C. Chaperoning social activities

II Those peculiar to certain individuals

A. Coaching in dramatics, musical, and artistic presentations, plays and exhibits

B. Athletic coaching and training

ADMINISTRATIVE

I Those general to all faculty personnel

A. Committee memberships

B. Student admissions interviews

C. Requisitioning of instructional materials

D. Maintaining student records and reports

II Those which must be assigned to faculty members on a part-time basis in the absence of regularly scheduled administrative assistance for the President

A. Administering admission policies and procedures

B. Scheduling classes and tests, keeping records of students' progress, planning programs for transfer students, directing the work of curriculum committees, providing academic guidance for those in special need of it

C. Practice Teaching and Placement Program

D. Supervising maintenance and business matters of the college

AREA SERVICE

A. Conducting surveys and inspections, public speaking, participating in institutes, serving as consultants to local school systems on a number of problems concerned with public education, playing leadership roles in curriculum development

B. Provision of services for addresses to local organizations, membership on discussion panels, consultation with and for local service groups

C. Membership in, and attendance at meetings of, regional and national scholarly organizations

In the absence of non-teaching administrative staff, the faculty members now included in the 15 - 1 teaching ratio must assume added responsibilities which in most colleges are assigned to administrative personnel. Under this situation,

the actual ratio of students to teaching faculty more closely approximates 20 - 1 than it does 15 - 1.

Administrative Personnel Needed

The key positions which should be provided for on a full-time basis in all the colleges at once are those of Dean - State Teachers College, and College Librarian. In each of the larger colleges provisions must also be made for a Dean of Men, a Dean of Women and a College Business Manager. The duties in these offices actually require the full-time attention of the faculty member involved, but because of the exigencies of the situation faculty members assuming these responsibilities are forced to do the best they can on a part-time, marginal-assignment basis.

The establishment of the position of full-time Dean is long overdue in these times of growth and progress. With the rapidly expanding student bodies and professional staffs, a 12-month Dean is needed to exert leadership in academic matters, supervise faculty curriculum studies, coordinate the work of the various departments in the college, direct scheduling and testing, and administer the admissions policy.

The college library must be supervised by a librarian not originally employed for teaching. A full-time college librarian can take responsibility for the general management of the college library in such a manner as to eliminate academic bottlenecks and make the fullest use of the sizeable financial investment which the library represents.

The rapid physical expansion of the colleges points up the need for a staff member qualified by training and experience to direct matters of maintenance and repairs, purchase supplies and equipment, review plans and contracts related to new construction projects and supervise non-professional personnel.

The supervision of student social affairs, counseling, administering of student aid and scholarship programs and handling of related student problems should be the responsibility of a full-time Dean of Men and Dean of Women.

Faculty Quotas

At the present time the faculties of the Teachers Colleges are operating under the following quota system:

Professors.....25%

Professors and
Associate Professors.....45%

Professors, Associate and
Assistant Professors.....75%

Instructors.....25%

This quota system has been operative since 1947. The nature of the responsibilities of all faculty members in the Teachers Colleges today is such that there is a greater need for faculty ranks in the three higher levels. Other states have already modified their quota system to reduce the percentage of instructors, notably Connecticut, New York and Rhode Island. It is therefore requested that the following quota system be adopted for the State Teachers

Colleges in Massachusetts:

Professors.....35%

Associate Professors.....35%

Assistant Professors and
Instructors.....30%

DRAFT OF PROPOSED LEGISLATION TO IMPLEMENT
SALARY AND STAFFING RECOMMENDATIONS

THE MASSACHUSETTS STATE TEACHERS COLLEGES
AND THE MASSACHUSETTS SCHOOL OF ART

An Act to provide needed salary incentives and adjustments for faculty and professional staff of the Massachusetts State Teachers Colleges and the Massachusetts School of Art, placing said positions on a more equitable basis with other public teacher-training institutions.

Section 1. Notwithstanding any other provision of law or special act to the contrary including the provisions of the annual appropriation acts, as most recently enacted by Chapter 434 of the Acts of 1958 including the schedules of permanent positions made a part thereof, all administrative and professional staff of the Massachusetts State Teachers Colleges and the Massachusetts School of Art as defined in Chapter 73, Section 1 and Chapter 15, Sections 4 and 5 of the General Laws, without regard to the source of funds from which their salary is paid, shall be classified and shall be compensated for their services as set forth in Section 2 of this Act. Provision shall be made in each annual appropriation act for the implementation of this act by providing the necessary funds therefor, it being an urgent matter of public policy so to do.

Section 2. (1) Each position and the incumbents in each position shall be upgraded from their present step-in-range in the job group in the General Salary Schedule contained in paragraph (1) of Section 46 of Chapter 30 of the General Laws to the corresponding step-in-range in the new job group as contained herein:

Position	Job Group	Optional Job Groups
Instructor, MSTC, MSA	13	14
Assistant Professor, MSTC, MSA	15	17
Associate Professor, MSTC, MSA	18	20
Professor, MSTC, MSA	20	22 and 24
President, MSTC, MSA	29	

(2) The Massachusetts Board of Education may employ at or promote to the Optional Job Groups designated after certain positions in paragraph (1) of this section persons with outstanding qualifications, experience or service.

Section 3. In addition to the positions classified in Section 2 of this Act, there is hereby established in the professional staff of the Massachusetts State Teachers Colleges and the Massachusetts School of Art the following position titles and classifications:

Title	Job Group
Business Manager, MSTC, MSA	19
Dean of Men, MSTC, MSA	20
Dean of Women, MSTC, MSA	20
College Librarian, MSTC, MSA	18
Dean - MSTC, MSA	24

Section 4. Any increases in rates in the General Salary Schedule provided for in Section 46 of Chapter 30 of the General Laws, or any other general salary increases for state employees, shall be applied with equal force to all positions classified in Sections 2 and 3 of this Act.

Section 5. The provisions of this Act shall take effect for annual positions on July 1, 1959 and for academic year positions on September 1, 1959.

Section 6. Nothing in this Act shall be intended to deprive any employee of the Massachusetts State Teachers Colleges or the Massachusetts School of Art the rights and benefits of tenure as provided for in Chapter 73, Section 4B of the General Laws.

MASSACHUSETTS STATE TEACHERS COLLEGES AND THE MASSACHUSETTS SCHOOL OF ART

COST ESTIMATE FOR PROPOSED NEW BASIC SALARY UPGRADINGS

POSITION	JOB GROUP FROM	JOB GROUP TO	AVERAGE ANNUAL INCREASE	NUMBER OF POSITIONS	ANNUAL ESTIMATED COST FISCAL 1960*	ANNUAL ESTIMATED COST THEREAFTER
INSTRUCTOR	12	13	364	133	$40,260.	$48,312.
ASSISTANT PROFESSOR	14	15	468	152	59,280.	71,136.
ASSOCIATE PROFESSOR	16	18	1040	106	91,867.	110,240.
PROFESSOR	18	20	988	125	102,833.	123,400.
LIBRARIAN (New Position)		18	6812		68,120.	68,120.
DEAN, S.T.C. (New Position)		24	9594	9	86,346.	86,346.
DEAN, MASSACHUSETTS SCHOOL OF ART	19	24	664	1	664.	664.
ADMINISTRATIVE ASSISTANT TO THE PRESIDENT (New Position)		20	7644	6	45,864.	45,864.
PRESIDENT, S.T.C.	24	29	3159	10	31,590.	31,590.
					$526,824.	$585,672.
Estimated Cost of Optional Grades					75,000.	75,000.
Estimated Cost of "Freedom Bill"					50,000.	50,000.
TOTAL					$651,824.	$710,672.

*Figures for Fiscal 1960 are based on the salary adjustments becoming effective for annual positions on July 1, 1959 and for academic positions on September 1, 1959.

THE UNIVERSITY OF MASSACHUSETTS

UNIVERSITY OF MASSACHUSETTS

Public higher education in Massachusetts because of differing aims and goals cannot be standardized and treated as a package. The University of Massachusetts with its diversity in curriculum offerings, its graduate program, its professional schools and its research obligations to the Commonwealth and the nation has special problems not confronting the other public institutions of higher learning in the state.

The major problems confronting public higher education in Massachusetts apply with equal force to all the institutions, yet because of the unique role of the University, differences between it and other colleges and institutes should be pointed out.

Salary Adjustment

The University places great emphasis on the need for discretionary salary increases for the faculty through the use of optional pay groups. It feels that all salary increase money should not be used for uniform group increases for all staff members thus perpetuating the "across the board increase" concept. Money can be much better spent by giving sizeable increases to selected faculty members than to spend all the limited funds over all the positions. The University does not believe that in the present highly competitive market the trained, competent "idea" men of today can be

standardized by rigid salary schedules for recruitment or retention.

A schedule proposing a small salary increase for all professional personnel and optional pay groups for assistant professors, associate professors, professors and department heads for the University of Massachusetts is attached to this part of the report. Recommended new group assignments for other professional personnel are also indicated.

The University does not ask for an optional pay group for instructors, as do the other institutions, for within a period of time that is recognized by good university administrative practices, the instructors either leave the University or are promoted to the rank of assistant professor. The University believes that the continuation of a quota of 25 per cent instructors offers the best recruiting device for testing and evaluating young graduate students entering the teaching profession.

Faculty-Student Ratio

For the next five years the University will add an increased enrollment each year that is comparable to a good-sized college (1,000 students per year). This will require a tremendous increase in the number of faculty members. The University has now reached a point where it can utilize some economic advantages of large scale production. It is, therefore, changing its faculty-student

ratio from its existing 13 to 1 to 15 to 1 for future enrollment increases. To accomplish this the University will have to be able to put into effect a "team" formula that it has developed which includes faculty and staff support to be applied against an increase in the number of students. For every 105 additional students, there will be required for their instruction a team of seven teachers, one clerical position, one technical position and $7,000 in 03 funds for student assistants, lectures and so forth.

The University will continue its present quota system of upper- and lower-level academic personnel. Teachers will continue to be 45% in the ranks of Professor and Associate Professor and 55% in the ranks of Assistant Professor and Instructor in accordance with existing practices.

DRAFT OF PROPOSED LEGISLATION TO IMPLEMENT
SALARY AND STAFFING RECOMMENDATIONS

UNIVERSITY OF MASSACHUSETTS

An Act to provide needed salary incentives and adjustments for faculty and professional staff of the University of Massachusetts, placing said positions on a more equitable basis with other state universities.

Section 1. Notwithstanding any other provision of law or special act to the contrary including the provisions of the annual appropriation acts, as most recently enacted by Chapter 434 of the Acts of 1958 including the schedules of permanent positions made a part thereof, all positions of officers and professional staff at the University of Massachusetts as defined in Section 13 of Chapter 75 of the General Laws, without regard to the source of funds from which their salary is paid, shall be classified and shall be compensated for their services as set forth in Section 2 of this Act. Provision shall be made in each annual appropriation act for the implementation of this act by providing the necessary funds therefor, it being an urgent matter of public policy so to do.

Section 2. (1) Each position and the incumbents in each position shall be upgraded from their present step-in-range in the job group in the General Salary Schedule contained in paragraph (1) of Section 46 of Chapter 30 of the General Laws to the corresponding step-in-range in the new job group

as contained herein:

Position	Job Group	Optional Job Groups
Instructor, U of M	13	
Instructor "A", U of M	15	
Assistant Professor, U of M	15	17
Assistant Professor "A", U of M	17	20
Associate Professor, U of M	17	20
Associate Professor "A", U of M	20	22
Professor, U of M	20	22 and 24
Professor "A", U of M	22	24 and 26
Head of Department, U of M	22	24
Head of Department "A", U of M	24	26

Position	Job Group
Head of Division, U of M	26
Dean of School of Engineering, U of M	28
Dean, College of Liberal Arts and Sciences, U of M	29
Dean of School of Agriculture, Director of Experiment Station, U of M	29
Provost, U of M	30
Treasurer, U of M	30
Director of Extension Service, U of M	26
Associate Dean, School of Engineering, U of M	25
Senior Physician, U of M	25
University Librarian, U of M	24
Controller, U of M	23
Construction and Maintenance Engineer, U of M	23
Business Manager, U of M	22
Secretary of the U of M	22
Dean of Men, U of M	22
Registrar, U of M	22
Director, Bureau of Government Research, U of M	21
Head Football Coach, U of M	21
Assistant Treasurer, U of M	20
Assistant Director of Athletics, U of M	20
Director of Audio-Visual Education, U of M	20
Director of Guidance, U of M	20
Associate Registrar, U of M	20
Dean of Women, U of M	20
Director of Placement, U of M	20
Superintendent of Buildings and Grounds, U of M	19
Assistant Football Coach, U of M	19
Assistant Physician, U of M	18

Position	Job Group
Assistant Director of Placement-Men, U of M	18
Athletic Coach, U of M	17
Assistant Director, Bureau of Government Research, U of M	17
Assistant University Librarian, U of M	17
Assistant Director of Placement, - Women U of M	16
Editor, U of M	15
Field Agent, U of M	15
Assistant Athletic Coach, U of M	15
Assistant Registrar, U of M	15
Placement Officer, U of M	13

(2) The Trustees of the University may employ at or promote to the Optional Job Groups designated after certain positions in paragraph (1) of this section persons with outstanding qualifications, experience or service.

Section 3. In addition to the positions classified in Section 2 of this Act, there is hereby established in the professional staff of the University of Massachusetts the following position titles and classifications:

Title	Job Group
Dean of the Graduate School, U of M	27
Dean of the School of Business Administration, U of M	27
Dean of the School of Education, U of M	27
Dean of Students, U of M	27
Associate Dean, College of Agriculture & Director of Stockbridge School, U of M	26
Associate Dean, College of Liberal Arts & Sciences, U of M	25
Staff Associate, U of M	20
Associate Librarian, U of M	20
Staff Assistant, U of M	16
Assistant Director, Audio-Visual Education, U of M	16
Library Reference Assistant, U of M	12

Section 4. Any increases in rates in the General Salary Schedule provided for in Section 46 of Chapter 30 of the General Laws, or any other general salary increases for state employees, shall be

applied with equal force to all positions classified in Sections 2 and 3 of this Act.

Section 5. The provisions of this Act shall take effect for annual positions on July 1, 1959 and for academic year positions on September 1, 1959.

UNIVERSITY OF MASSACHUSETTS

This cost estimate has been prepared for the use of the Trustees in interpreting the salary changes contained in the draft of the proposed legislation.

Position	Job Group From	Job Group To	Average Annual Increase	Number of Positions	Annual Estimated Cost
Instructor, U. of M.	12	13	$ 364	102	$ 37,128
Instructor, "A", U of M	14	15	468	44	29,592
Assistant Professor, U of M	14	15	468	106	49,608
Assistant Professor "A", U of M	16	17	520	52	27,040
Associate Professor, U of M	16	17	520	59	30,680
Associate Professor "A", U of M	18	20	988	36	35,568
Professor, U of M	18	20	988	48	47,424
Pfofessor, "A", U of M	20	22	1,040	666	68,640
Head of Department, U of M	20	22	1,040	22	22,880
Head of Department "A", U of M	22	24	1,144	20	22,880
Head of Divisio , U of M	23	26	1,716	6	10,296
Dean of School of Engineering, U of M	24	28	2,236	1	2,236
Dean, College of Liberal Arts and Sciences, U of M	24	29	2,808	1	2,808
Dean of School of Agriculture, Director of Experiment Station, U of M.	25	29	2,236	1	2,236
Provost, U of M	27	30	1,768	1	1,768
Treasurer, U of M	24	30	3,432	1	3,432
Director of Extension Service, U of M	23	26	1,716	1	1,716
Associate Dea , School of Engineering, U of M	23	25	1,144	1	1,144
Senior Physician, U of M	23	25	1,144	1	1,144
University Librarian, U of M	22	24	1,144	1	1,144
Controller, U of M	19	23	2,132	1	2,132
Construction and Maintenance Engineer, U of M	19	23	2,132	1	2,132
Business Manager, U of M	20	22	1,040	1	1,040
Secretary of the U of M	21	22	520	1	520
Dean of Men, U of M	20	22	1,040	1	1,040
Registrar, U of M	20	22	1,040	1	1,040

POSITIONS	Job Group From	Job Group To	Average Annual Increase	Number of Positions	Annual Estimated Cost
Director, Bureau of Government Research, U of M	20	21	$ 520	1	$ 520
Head Football Coach, U of M	20	21	520	1	520
Assistant Treasurer, U of M	18	20	988	1	988
Assistant Director of Athletics, U of M	19	20	520	1	520
Director of Audio-Visual Education, U of M	18	20	988	1	988
Director of Guidance, U of M	18	20	988	1	988
Associate Registrar, U of M	18	20	988	1	988
Dean of Women, U of M	20	20	-	1	-
Director of Placement, U of M	20	20	-	1	-
Superintendent of Buildings and Grounds, U of M	17	19	988	1	988
Assistant Football Coach, U of M	18	19	468	1	468
Assistant Physician, U of M	17	18	520	1	520
Assistant Director of Placement - Men, U of M	18	18	-	1	-
Athletic Coach, U of M	16	17	520	2	1,040
Assistant Director, Bureau of Government Research, U of M	16	17	520	1	520
Assistant University Librarian, U of M	16	17	520	1	520
Assistant Director of Placement - Women, U of M	16	16	-	1	-
Editor, U of M	14	15	468	1	468
Field Agent, U of M	14	15	468	1	468
Assistant Athletic Coach, U of M	14	15	468	1	468
Assistant Registrar, U of M	13	15	936	1	936
Placement Officer, U of M	12	13	364	1	364
Optional Job Groups					100,000
			TOTAL ANNUAL ESTIMATED COST		$510,540
			FIRST YEAR ESTIMATED COST		$479,254

THE TECHNOLOGICAL INSTITUTES

THE TECHNOLOGICAL INSTITUTES

LOWELL - NEW BEDFORD - BRADFORD DURFEE

The three technological institutes of Massachusetts concur in general with the recommended policies of, and the problems confronting the Teachers Colleges of Massachusetts and the University of Massachusetts. There are, however, some fundamental problems that are peculiar to the Massachusetts technological institutes.

In general the technological institutes are concerned with courses of a technological nature and therefore their instructional staffing must have a technological emphasis. This adds to the already recognized difficulty in staffing those colleges of the general type commonly referred to as liberal arts and/or teachers colleges. The technological institute recognizes that these colleges also have, but to a lesser extent, the same problem of technological staffing.

The technological institutes feel it would be impractical and unrealistic to vary from their present faculty-student ratio of eleven to one (11-1).

They also, after due consideration and a sincere effort to help in coping with the difficult fiscal problem of the Commonwealth, feel it is imperative that an upgrading of faculty and administrative personnel be made if the educational standards and efforts of the technological institutes are to be maintained.

The technological institutes also concur in the opinion that the so-called "Freedom Law" should be made of practical application.

In view of the combination of these things, the technological institutes are recommending as an invaluable aid, the upgrading of faculty and administrative personnel as listed on pages 39, 40 and 41, and the addition of other non-teaching personnel.

LOWELL TECHNOLOGICAL INSTITUTE OF MASSACHUSETTS
LOWELL, MASSACHUSETTS

FACULTY AND STAFF IMPROVEMENT PLAN

The Board of Trustees of the Lowell Technological Institute of Massachusetts is pleased to submit the attached Faculty and Staff Salary Improvement Plan as a plan designed for immediate benefit to the Institute and the Commonwealth. This plan was prepared in cooperation with the faculty and staff and is submitted with their full endorsement and support.

Massachusetts is an industrial state based upon science and technology. Its future economic prosperity will depend upon skilled personnel and leadership. The Lowell Technological Institute and other engineering and technological schools are the sources for the development of this personnel and we would be extremely shortsighted if we were not to recognize this and undertake the training of young people who will go out into industry and into education.

The quality of education depends upon the quality of instructional personnel. We can not retain our present staff and attract new people without paying them adequate salaries.

Lowell Technological Institute's reputation for quality is world-wide and is recognized by national and regional accrediting agencies such as the Engineers' Council

for Professional Development, the U. S. Department of Education, and various associations of colleges and universities.

In order to keep our position as an educational institution and to serve industry and the people of the Commonwealth we must pay salaries which are sufficient to compete with other educational institutions in neighboring states to attract and retain top-flight staff and faculty.

The tidal wave of students who are now coming up from the secondary schools and who deserve an education presents a quantitative problem which accentuates the financial difficulties. In other words we must not only maintain our relative position in terms of numbers of staff personnel, but we must augment it.

Over the years the Lowell Technological Institute has developed an enviable position in the academic world and has put together an excellent team of top-flight instructional and research personnel in order to maintain their continued effective functioning. Every effort must be exerted to maintain their morale.

Passage of the Institute's "Freedom Bill" will aid materially in the solution of some of the difficulties. It will establish, for the Board of Trustees, a greater degree of flexibility in employment of new professional personnel well within the regulatory laws and rules governing employment of public employees.

LOWELL TECHNOLOGICAL INSTITUTE

It is imperative also that we maintain a student-to-teacher ratio of not in excess of 11 to 1. Only through such a ratio can the accomplishments of our students and staff expand. The degree of concentration, diligent effort, and safety required of these persons demand that this be maintained without change.

The Lowell Technological Institute is perhaps the outstanding industry-oriented technical institute in the country. It was first in giving degree programs in Electronic Engineering, Plastics Engineering, Paper Engineering, and Leather Engineering as well as the long-established Textile Engineering. Lowell Technological Institute now serves directly more than 65% of Massachusetts industry and indirectly serves more than 80%. It is now offering the only course in Nuclear Engineering sponsored by an Institution of higher public education in the New England area. All of these programs, which may literally be the salvation of Massachusetts' Industrial prosperity, are dependent upon an adequate and competent faculty which in turn depends upon the financial recognition and support evidenced by the requests herewith submitted by the Board of Trustees.

BRADFORD DURFEE COLLEGE OF TECHNOLOGY

Fall River, Massachusetts

COST ESTIMATE FOR PROPOSED NEW BASIC SALARY UPGRADINGS

POSITION	JOB GROUP FROM	JOB GROUP TO	AVERAGE ANNUAL INCREASE	NUMBER OF POSITIONS	ANNUAL ESTIMATED COST FISCAL 1960	ANNUAL ESTIMATED COST THEREAFTER
INSTRUCTOR	12	13	364	12	4368.00	5241.60
ASSISTANT PROFESSOR	14	15	468	17	7956.00	9547.00
ASSOCIATE PROFESSOR	16	18	1040	11	11440.00	13728.00
PROFESSOR	18	20	988	12	11865.00	14227.20
DEAN (New Position)		24	9594	1	9594.00	9594.00
LIBRARIAN (New Position)		18	6812	1	6812.00	6812.00
PRESIDENT	24	29	3159	1	3159.00	3159.00
					55194.00	62308.80

LOWELL TECHNOLOGICAL INSTITUTE OF MASSACHUSETTS
Lowell, Massachusetts

NEW FACULTY AND STAFF SALARY IMPROVEMENT PLAN COST ESTIMATES

	Job Group From	Job Group To	No. of Positions (P & T)	Total Annual Rates 7-1-59	Total New Annual Rates	Annual Rate Difference	Actual Cost in 1960
Instructor	12	13	24	116,688	125,307	8,619	7,183
			3 (T)	12,948	13,923	975	812
Assistant Professor	14	15	32	190,320	205,920	15,600	13,000
			1 (T)	5,070	5,460	390	325
Associate Professor	16	18	22	153,309	177,008	23,699	19,750
			4 (T)	26,832	30,992	4,160	3,470
Professor	18	20	20	160,576	181,254	20,678	17,232
			5 (T)	41,548	46,948	5,400	4,500
Chairmen of Division	20	21	4	35,672	37,778	2,106	1,755
Director of Grad. Sch.	20	21	1	9,828	10,387	559	466
Dean of L.T.I.	23	24	1	9,966	10,920	954	795
Dean of Students	19	21	1	8,554	9,633	1,079	900
Librarian	14	15	1	5,876	6,500	624	624
Registrar	14	15	1	6,474	7,020	546	546
Bursar	14	15	1	5,304	5,720	416	416
Admissions Officer	14	15	1	5,772	6,240	468	468
Assistant to President	19	22	1	9,034	10,582	1,548	1,548
President of L.T.I.	Stat.	Stat.	1	12,000	15,000	3,000	3,000
				815,771	906,592	90,821	76,790

67,683 - Permanent
9,107 - Temporary
76,790

NEW BEDFORD INSTITUTE OF TECHNOLOGY

Technology Center
New Bedford, Massachusetts

COST ESTIMATE FOR PROPOSED NEW BASIC SALARY UPGRADINGS

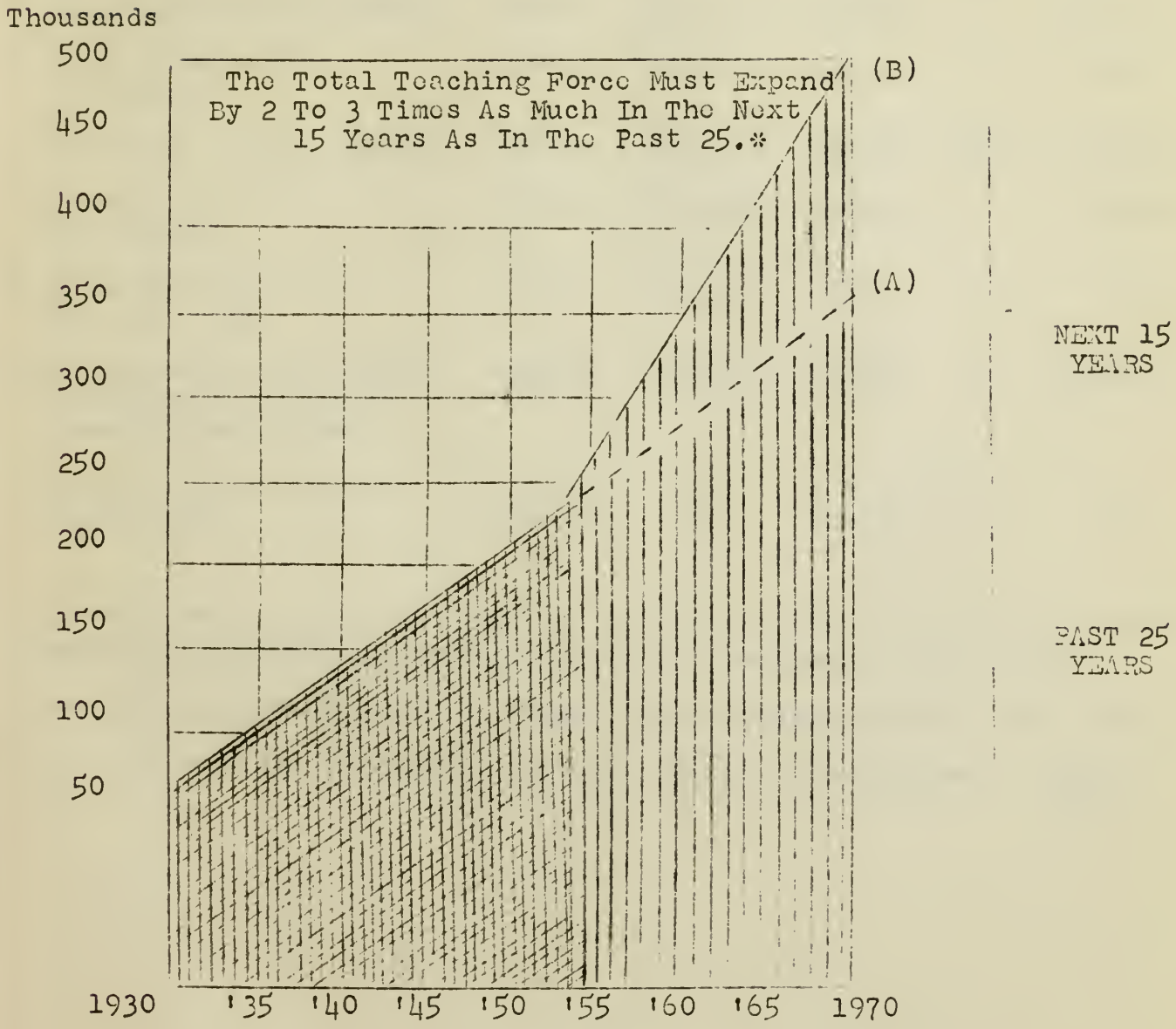
POSITION	JOB GROUP FROM	JOB GROUP TO	AVERAGE ANNUAL INCREASE	NUMBER OF POSITIONS	ANNUAL ESTIMATED COST FISCAL 1960	ANNUAL ESTIMATED COST THEREAFTER
INSTRUCTOR	12	13	364	13	4732.00	5678.00
ASSISTANT PROFESSOR	14	15	468	15	7020.00	8424.00
ASSOCIATE PROFESSOR	16	18	1040	12	12480.00	14976.00
PROFESSOR	18	20	988	11	10868.00	13041.60
LIBRARIAN (New Position)		18	6812	1	6812.00	6812.00
DEAN (New Position)		24	9594	1	9594.00	9594.00
DEAN OF STUDENTS (New Position)		20	7644	1	7644.00	7644.00
PRESIDENT, N.B.IT.	24	29	3159	1	3159.00	3159.00
					62309.00	69328.60

Administrative Staff Cost 27,209.00
(including increases for Librarian, Dean, Dean of Students and President, as indicated above.)

APPENDIX

TABLE I

FUTURE INCREASE NEEDED IN COLLEGE TEACHING FORCE



(A) - Needed by 1960

(B) - Needed by 1970

*Teachers for Tomorrow - Fund for the Advancement of Education

TABLE II

TABLE OF COMPARISON OF BUYING POWER

	Instructor	Asst.	Assoc.	Prof.	Pres.
1. 1939 Actual Salary (Maximum)	$2580.00	$2940.00	$3720.00	--	$5700.00
2. Buying Power of #1 (#1 x 1.5699)	4050.00	4615.00	5840.00	--	8948.00
3. 1958 Actual Salary (Maximum)	5564.00	6474.00	7527.00	$8684.	12246.00
4. Buying Power of #3 (#3 x .7937)	4416.00	5138.00	5974.00	--	9719.00
5. Index of Buying Power (#4 ÷ #2) x 100	109.00	111.00	102.00	--	103.00
6. Salary Needed to give Index of Buying Power of Public School Teachers (1958)	6688.00	7477.00	9462.00	--	14498.00
7. Pay Grade Needed to give Salary in #6	14-15	16	19-20	--	28

Index of Buying Power of Average Factory Wage in Massachusetts = 175.2 (1958)

Index of Buying Power of Average Per Capita Income in Massachusetts = 168.8 (1958)

Index of Buying Power of Average Public School Teacher in Massachusetts = 128.6 (1958)

TABLE III

COMPARISON OF SALARIES IN STATE TEACHERS COLLEGES OF MASSACHUSETTS AND COMPARABLE STATES

NEW YORK

	Maximum	Maximum	Related to Mass. Minimum Above	Related to Mass. Maximum Above
Presidents	$14,940.00-	$16,280.00	+ $5,376.00	+ $4,034.00
Dean	10,116.00-	11,796.00	+ 2,914.00	+ 2,566.00
Professor	7,206.00-	10,440.00	+ 394.00	+ 1,756.00
Associate Professor	5,976.00-	8,298.00	+ 87.00	+ 771.00
Assistant Professor	5,100.00-	6,696.00	+ 30.00	+ 222.00
Instructor	4,698.00-	5,748.00	+ 382.00	+ 184.00
College Librarian (12 months)	6,450.00-	7,740.00	+ 561.00*	+ 213.00*
Assistant College Librarian (12 months)	5,100.00-	6,210.00		

*Massachusetts Librarian requested, position not in existence now

CONNECTICUT

			Above	Above
President (12 months)	$10,380.00-	$14,700.00	+ $816.00	+ $2,454.00
Dean (12 months)	9,300.00-	12,180.00	+ 2,098.00	+ 2,950.00
Professor	7,500.00-	10,380.00	+ 688.00	+ 1,696.00
Associate Professor	6,720.00-	9,120.00	+ 831.00	+ 1,593.00
Assistant Professor	5,940.00-	8,340.00	+ 870.00	+ 1,866.00
Instructor	5,340.00-	7,260.00	+ 1,024.00	+ 1,696.00
Assistant T. C. Instructor	4,200.00-	5,640.00		

RHODE ISLAND

	Minimum	Maximum	Related to Mass. Minimum Above	Related to Mass. Maximum Above
President	$15,000.00-			+ $2,754.00*
Vice President	12,000.00-			
Dean	11,000.00-	$12,000.00	+ $3,798.00	+ 2,770.00
Professor	7,500.00-	9,500.00*	+ 688.00	+ 816.00
Associate Professor	6,400.00-	8,000.00*	+ 511.00	+ 473.00
Assistant Professor	5,600.00-	6,800.00*	+ 530.00	+ 326.00
Instructor	5,000.00-	5,800.00*	+ 684.00	+ 236.00
Librarians at academic rank				

*Merit increases in units of $250.00 beyond maximum for exceptional ability and service.

*Rhode Island President's salary hasn't any scale. The $2,754.00 represents the difference between Rhode Island $15,000.00 to Massachusetts' President's maximum salary of $12,246.00.

NEW JERSEY

Presidents	$10,800.00-	$13,800.00	+ $1,236.00	+ $1,554.00
Dean	9,180.00-	11,280.00	+ 1,978.00	+ 2,050.00
Professor	7,800.00-	9,300.00	+ 988.00	+ 616.00
Associate Professor	6,660.00-	7,860.00	+ 771.00	+ 333.00
Instructor (Asst.Prof.)	4,740.00-	5,640.00	+ 424.00	+ 76.00

TABLE IV

COMPARISON OF UNIVERSITY OF MASSACHUSETTS SALARIES FOR TEACHERS

WITH SOME OTHER INSTITUTIONS OF HIGHER EDUCATION (1957-58)

(10 month basis)

Academic Rank	Univ. of Mass.	Univ. of Conn. (a)	Univ. of Wisc.	Univ. of Michigan	Univ. of Minnesota	Purdue Univ. (b)	Mich. State	Ohio State Univ.
Professor								
Maximum	$8,684	12,060	15,000	19,440	17,500	13,600	12,300	15,000
Minimum	6,812	8,100	7,000	8,100	8,000	7,100	7,800	7,176
Average	8,153	-----	9,750	11,720	11,696	9,676	9,400	9,360
Assoc. Professor								
Maximum	7,527	10,260	8,750	11,242	12,500	9,600	10,900	10,056
Minimum	5,839	7,020	6,000	6,630	6,000	5,300	5,800	5,364
Average	6,884	-----	7,490	8,290	7,678	7,228	7,850	7,176
Asst. Professor								
Maximum	6,474	8,700	8,500	8,917	10,000	8,200	8,500	9,456
Minimum	5,070	6,080	4,750	5,170	5,250	4,700	5,000	4,956
Average	5,792	-----	6,000	6,580	6,178	5,885	6,400	6,072
Instructor								
Maximum	5,564	7,260	6,500	7,317	7,500	6,000	7,500	7,956
Minimum	4,316	5,100	4,000	4,200	4,250	3,000	4,500	3,600
Average	5,006	-----	5,000	5,070	4,870	4,685	5,300	4,872

(a) The Connecticut salary schedule was set by Barrington Associates.

(b) Purdue ranks in lower half of the Big Ten in salaries (in letter received from Assistant to the President at Purdue)